DOCUMENT RESUME

ED 038 482 UD 010 179

TITLE The Urban Education Program, 1968-69: A Report of Program Activity Submitted to the New York State Legislature.
INSTITUTION New York State Education Dept., Albany. Div. of Evaluation.
PUB DATE 15 Dec 69
NOTE 70p.

EDRS PRICE EDRS Price MF-$0.50 HC-$3.60
DESCRIPTORS Administrative Personnel, Administrative Problems, Advisory Committees, Community Involvement, Community Role, *Disadvantaged Youth, Educational Research, Financial Problems, *Incentive Grants, Inservice Education, *Program Coordination, Program Descriptions, *Program Evaluation, School District Spending, *Urban Education
IDENTIFIERS Bureau of Urban Programs Evaluation, Community Education Center Programs, New York State Education Department, Office Of Urban Education, Project Decentralized District

ABSTRACT

The major thrust of this program was the establishment of Quality Incentive Grants for urban school districts with a high concentration of disadvantaged youth qualifying under the provisions of ESEA Title I. Two new units, the Office of Urban Education and the Bureau of Urban Programs Evaluation, were established within the State Department of Education to supervise the monitoring of project operation and the evaluation of project effectiveness. In the 1968-69 fiscal year, despite the difficulties encountered relating to lateness of funding allocations, problems centered around the membership of the Community Advisory Boards, and the teacher strike in the case of New York City, the Quality Incentive Projects administered by Central Board authorities were successfully implemented. Some of the recommendations suggested are: (1) that commitments for funding should be made at least a year in advance of the anticipated initiation of project operations; (2) that in New York City, procedures should be established to provide adequate notice of fund allocation to decentralized district projects; (3) that the community advisory board role should be more carefully delineated; and, (4) that additional funds be allocated to the State Education Department for inservice training of Urban Education Project planning personnel. Tables appended provide statistical data for the school districts throughout the State. (RJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE URBAN EDUCATION PROGRAM

1968-69

A REPORT OF PROGRAM ACTIVITY SUBMITTED TO THE NEW YORK STATE LEGISLATURE

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1784

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
DIVISION OF EVALUATION
ALBANY, NEW YORK 12224

DECEMBER 15, 1969

THE UNIVERSITY OF THE STATE OF NEW YORK

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FOREWORD

In accordance with the requirements of Subdivision 12, Section 3602 of the Education Law, the following is a report on the New York State Urban Education Program for the initial program year, July 1, 1968 through June 30, 1969. Data regarding program activities in the eligible school districts have been compiled from the following sources: district plans, project proposals, final evaluation reports, reports of consulting agencies contracted by districts to evaluate their programs, and the report of General Learning Corporation. The Department's Office of Urban Education contracted with General Learning Corporation to conduct a field survey of project management and implementation in 64 selected Urban Education Projects.

Where appropriate, the findings and recommendations of consulting agencies have been quoted. Such material has been included in the interest of clarity and for the purpose of providing a full report of program activities.

The report is divided into four chapters. The background of the program and a general overview of state-wide program activity is presented in Chapter I. Chapter II contains a description of activities in upstate districts, while Chapter III contains the same for New York City. A summary of the 1968-69 Urban Education Program and a set of recommendations is presented in Chapter IV.

Ewald B. Nyquist

Commissioner of Education

December 11, 1969

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CHAPTER I

INTRODUCTION

In a November 1967 Position Paper,[1] the Regents of the State of New York made the following observations:

> The major problem of education in New York State today lies in our cities. The recent series of riots, boycotts and strikes has forced us to realize that no excuse can justify delay of a concerted effort to reform urban education. No task is more difficult or essential; no issue forces us more seriously to adjust traditional policy and practice to new thought and action.

The Regents cited the following frames of reference as the bases of the problem:

-- The great size of population in the cities has resulted in systems of central educational control that are remote and too complex to be responsive to community and neighborhood needs.

-- The preceding point is especially compounded today because the population turnover in the last two decades has resulted in an urban concentration of minority population groups which are blocked by barriers of race and language from full participation in the social, political, economic and educational life of the cities. This condition has spurred growing distrust for the established order and institutions of education.

-- The proportion of non-white population in the cities, and especially in the public schools of the cities, is increasing. Racial isolation in the schools is also increasing. Continuation or expansion of this isolation will perpetuate under-achievement for large portions of the non-white population and will impair the development of sound attitudes and understanding among the races.

-- Cities have disproportionately high concentration of lower class population, both white and non-white. Education of persons in this class in isolation yields inferior results. To have equal opportunity, they must be educated in schools with predominantly middle-class populations. In some city school districts, the proportion of middle-class population in the public schools has declined to the extent that achieving desirable pupil assignment within the city is extremely difficult, if not impossible.

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[1] Urban Education. A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. The State Education Department. Albany. November 1967.

-- The increasing use of violence as a means toward political ends portends the terrifying prospect that ghetto populations may believe firebombs, bricks, and gunshot are the only message which the majority will heed. There are in the ghettos, forces that will disintegrate society and fracture all rapport among the races unless they can be redirected.

-- The loss of economic strength of the cities, heavy demands for safety, welfare and other city services on the tax dollar--the "municipal over-burden"--and restrictions of State legalities constitute a debilitating burden on the cities' capacity to finance necessary educational services.

Recognizing the magnitude of the problem and the need for a unified effort, the Regents, therefore, directed the State Education Department to formulate a strategy for the revitalization of urban school systems according to State plans designed to achieve equal educational opportunity for all in a socially and racially integrated society.

Aware of the long-range nature of such strategy, the Regents recommended three new programs of State action: (1) a program for Quality Incentive Grants to provide coordinated and concentrated educational services in the cities, especially for disadvantaged youths and adults; (2) a special program to recruit and train teaching personnel for the urban schools, including the Urban Teacher Corps; and (3) a program for planning grants and demonstration projects for the large urban areas.

Acting on the Regents' recommendation, The Joint Legislative Committee to Revise and Simplify the Education Law introduced legislation to implement programs (1) and (3). Subdivision 12 of Section 3602 of the Education Law was enacted on May 7, 1968 to become effective on June 20, 1968.

The legislation is a departure from the established methods of distributing State funds to school districts. The aid is categorical in that it is directed to a limited number of districts with the heaviest concentrations of pupils having special educational needs associated with poverty. Unlike general aid for education, funding is temporary and the programs are subject to annual evaluation.

Eligibility for apportionment is based on a formula which is a function of (1) weighted average daily attendance, (2) the number of disadvantaged pupils residing in the districts, and (3) the number of sixth grade pupils scoring below the minimum reading competence level on the New York State Pupil Evaluation Program. The test scores from the October 1966 administration were used in determining eligibility for 1968-69 allocations.

Initially, $26 million was appropriated to implement programs for the 1968-69 State Fiscal Year (April 1, 1968 - March 31, 1969). Subsequent legislative action provided an additional $26 million for the balance of the 1968-69 school year. At the same time, $26 million was appropriated for program activity through March 31, 1970. It is anticipated that legislative action will provide an additional $26 million for the remainder of the 1969-70 school year (i.e., through June 30, 1970).

The process of formulation of the Commissioner's Regulations and the Urban Education Guidelines required many weeks. The planning time available to districts was limited. Many approved projects were, therefore, operational for only a portion of the 1968-69 school year or became operational during the summer of 1969. Special legislative action allowed districts to use unspent portions of their first year allocations for the following school year. The full impact of the Urban Education program will not, therefore, be felt nor can it be fully evaluated until after June 30, 1970.

The remainder of Chapter I will be concerned with a summary of the initial action taken by the State Education Department and local school districts to implement the program. In addition, an overview of statewide program activity will be presented.

Commissioner's Regulations and Urban Education Guidelines

The key provisions of the Regulations of the Commissioner[2] and the Urban Education Guidelines[3] prepared by the Office of Urban Education provide the basis for action at both the State and district level.

District Plan. Each local education agency is responsible for the preparation of a District Plan which provides the framework for programs in the district. The District Plan, formulated on the basis of identified educational needs associated with poverty, outlines general goals--not specific projects. The Plan, therefore, is a statement of the district's strategy to achieve the objectives of the Urban Education Program. The District Plan is submitted to the Department prior to the submission of individual project proposals.

Planning Grants. Planning Grants in the amount of 10 percent of the district's allocation or $50,000, whichever is the less, are allowed for the purpose of defraying expenses in developing the District Plan.

Community Education Advisory Committee. The greatest possible effort is made to maximize citizen participation. A district may establish a Community Education Advisory Committee of persons familiar with the educational needs of the target population. As an advisory group, the Committee makes recommendations to the board of education relative to priority needs, program content and other related matters.

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[2] Official Compilation of Codes, Rules and Regulations of the State of New York. Article XXXIV-B, Part 149, Title 8.

[3] Guidelines for New York State Urban Education Program, New York State Education Department. August 1968.

Project Proposals. The eligible districts are advised that Project Proposals will be reviewed and judged according to the following criteria:

(1) Relevance to the District Plan
(2) Pertinence to meeting the special educational needs of the target population
(3) Adequacy and suitability of the evaluation plan
(4) Economic and educational feasibility.

Departmental Organization

The Deputy Commissioner of Education assumed initial responsibility for the program. A Departmental Task Force assisted in disseminating information to urban school districts and coordinating the initial steps toward implementation. As the administrative structure of the Office of Urban Education was being formulated, the Department relied heavily on the services and expertise of existing divisions and bureaus. The close working relationship continues as subject matter specialists from appropriate program bureaus review project proposals and evaluation reports.

To administer the State Urban Education Program, the Department established the Office of Urban Education. A supporting unit, the Bureau of Urban Programs Evaluation, was formed within the Division of Evaluation for the purpose of managing program evaluation mandated by the legislation.

The adjunct Bureau of Urban Programs Evaluation was formed to provide a strong monitoring and evaluative component, thus assuring close attention to the effectiveness of program operation and treatment.

Data relative to the Department's expenditures for administration of the Urban Education Program is shown in Appendix A of the report.

Proposal Review

The mandatory district plan and subsequent project proposals were subject to intensive review prior to approval for funding. Each project proposal received was reviewed by the professional staffs of the Office of Urban Education, the Bureau of Urban Programs Evaluation and the Division of Educational Finance. Furthermore, each proposal was reviewed by appropriate Departmental specialists. Based on the recommendations of all reviewers, the proposal was approved for funding, approved with recommendations for revisions, or disapproved.

Operational projects were subject to field visits by staff members of the Bureau of Urban Programs Evaluation, the Office of Urban Education and Departmental specialists. Such visits encouraged adherence to an effective educational format.

Program Activity

The urban districts participating in 1968-69 program activities are shown in Chart 1. Of the $52 million appropriated, approximately $44.5 million, or 85 percent, was allocated to the New York City school system. The remaining $7.5 million was allocated to 26 eligible districts throughout the State. Albany, Buffalo, Rochester, Syracuse and Yonkers may also be considered high priority areas in that along with New York City they comprise the "Big Six" major population centers of the State. The 1968-69 allocations, approved budgets and actual or projected expenditures by district are summarized in Table I.

TABLE I

SUMMARY FINANCIAL STATUS BY DISTRICT
1968-69

District	1968-69 Allocation	Approved Budget	Actual/ Projected Expenditure	Carry Over
New York City	$44,491,790	$35,680,496	$31,629,550	$12,862,240
Buffalo	2,612,460	2,596,722	2,571,297	41,163
Rochester	1,030,960	1,030,480	930,445	100,515
Yonkers	710,090	584,234	359,744	350,296
Syracuse	682,340	707,865	536,129	146,141
Niagara Falls	352,480	362,362	163,780	188,700
Schenectady	312,640	319,852	292,543	20,367
Albany	275,700	244,758	192,357	83,343
Mt. Vernon	224,060	186,512	40,566	183,494
Utica	175,610	146,056	91,858	83,752
Elmira	141,280	134,646	107,460	33,820
Newburgh	136,060	136,060	84,953	51,107
New Rochelle	122,810	71,373	52,587	70,223
Hempstead	117,010	117,010	63,112	53,898
Rome	103,860	103,860	54,945	48,915
Troy	79,000	78,042	63,768	15,232
White Plains	78,810	78,810	78,810	-0-
Poughkeepsie	64,880	64,880	17,365	47,515
Middletown	47,860	23,439	20,678	27,782
Copiague	47,380	47,262	38,798	8,582
Watertown	42,740	42,721	29,736	3,004
Port Chester	37,610	37,610	29,338	8,272
Lackawanna	35,580	35,349	34,189	1,391
Connetquot	26,300	26,229	27,116	-816
Binghampton	22,720	22,720	17,146	5,574
Fulton	17,500	17,500	9,799	7,701
Jamestown	10,340	10,340	5,170	4,170
Total	$51,999,870	$42,907,188	$37,543,239	$14,456,631

Planning Grants

Initial funding provided for grants to districts to defray the costs of developing District Plans and initial proposals. A total of $109,275 was distributed to 12 districts as 1968 Planning Grants. The distribution of these funds is listed in Table II. Approximately 32 percent went to New York City and 20 percent went to Albany, Rochester, and Yonkers. Requests for Planning Grants were not received from Buffalo or Syracuse.

TABLE II

APPROVED 1968 PLANNING GRANTS
FOR URBAN EDUCATION

School District	Allocation
Albany	$ 5,478.00
Elmira	13,728.06
Lackawanna	3,796.00
Mount Vernon	5,012.88
New York	35,000.00
Port Chester	2,308.70
Poughkeepsie	6,320.83
Rochester	6,066.57
Schenectady	7,000.00
Troy	1,483.00
Utica	12,128.36
Yonkers	10,953.00
TOTAL	$109,275.40

Summer 1968 Programs

As previously stated, late funding limited program activities during the summer of 1968. However, seven districts (New York City, Buffalo, Yonkers, Schenectady, Utica, Fulton and Poughkeepsie) operated programs. The major emphasis of these programs was on remediation in various subject areas, especially reading. Data on participation in summer programs have been included with the statistical summary of 1968-69 school year programs.

District Programs

Following Departmental approval of the District Plan, proposals for specific projects comprising the District Urban Education Program were submitted for approval and funding. Proposals were of two types: (1) Quality Incentive Projects; and (2) Community Education Centers.

Quality Incentive Projects. The Quality Incentive Project is designed to correct a specific educational, motivational, or cultural deficiency of the target group. Once the need for a corrective project has been identified and the target group determined, specific program objectives are set. Approach and methodology are based on anticipated outcomes as related to needs. Projects are usually of a definite duration, but may be resubmitted for funding in subsequent years.

The major thrust of the New York City Quality Incentive Projects was in the area of English as a second language. More than 200,000 elementary and secondary level pupils participated in programs to improve their basic facility with English. State wide, projects with the objective of improving reading skills, word recognition and comprehension served almost 140,000 elementary and secondary level pupils. The major areas of emphasis of, and the participation in, Quality Incentive Projects is shown by Table III. Inasmuch as some students participated in more than one project during the school year, the total number of participants in all projects reflects a duplicated count rather than the number of individual students served.

TABLE III

QUALITY INCENTIVE PROJECTS
STATEWIDE PARTICIPATION BY AREA OF EMPHASIS

Area of Emphasis	Participants				
	In School Youth	Out of School Youth	Adults/ Parents	School Staff	Total
General Achievement	63,626	156	--	--	63,782
Reading	139,060	--	--	--	139,060
Mathematics/Science	24,909	--	--	--	24,909
Pupil Personnel Services*	52,693	37	200	--	52,930
Cultural Enrichment	69,094	--	22,040	--	91,134
English (2nd Language)	201,873	--	--	--	201,873
Preschool	7,675	--	--	--	7,675
Attitudes and Motivation	5,567	117	--	--	5,684
Professional Development	--	--	--	19,836	19,836
Other	2,964	--	2,607	--	5,571
Total	567,461	310	24,847	19,836	612,454

*Includes guidance and tutorial services in New York City Decentralized Districts.

Community Education Centers. The revitalization and reorganization of urban school systems mandated by the Regents has led to a reappraisal of the traditional concept of the role of the school in the community it serves. In a traditional sense, education in the schools has been the totality of all activities associated with the classroom. However, education is a continuing process of individual development. Also, individual development is partially the product of family, neighborhood, and school influences. At the outset, it was recognized that the traditional concept of formal education must give way to a broader interpretation in which a wide range of human needs is served. The Community Education Center concept was developed to supplement conventional classroom activities. While Quality Incentive Projects are fundamentally corrective, Community Education Centers are developmental and preventive in that they concentrate their activities on a wide range of human fulfillment needs not served by formal classroom programs.

In their Position Paper, the Regents recommended the establishment of Community Education Centers as focal points for educational and other related services. The Regents specified the program of each center, to be determined in large part by community representatives, as providing a means by which needs of employment, health, counseling, family services and education for all age groups of the community would be met either directly or by coordinated referral.

Therefore, as a human resources program organized within neighborhood boundaries, the Community Education Center provides educational and related services according to a priority of neighborhood and personal needs. While not duplicating the work of the school, it does anticipate it (preschool programs), support it (co-school training, cultural enrichment), and continue it (adult education). More than a physical entity, the Community Education Center is an educational, cultural and social focus. It projects ideas as well as receives them. It recognizes the immediate priority of economic opportunity but also recognizes the need for human fulfillment and social rehabilitation.

During 1968-69, 16 Community Education Centers were established in upstate urban communities. Four Community Education Centers were originally approved by the New York City Central Board to begin operations during the 1968-69 school year. Six additional centers were approved and budgeted to begin operations during the summer of 1969. Of the original four, two operated programs, one expended money on planning, and the fourth did not become operational. A summary of Community Education Center activities by district is contained in Table IV. Since the activities are unstructured, participation counts are estimated and may not fully reflect the degree to which the neighborhood was served.

District Profile

In Appendix B of the report, a statistical profile of program activities, participation and expenditures for each district is presented. Each profile is based on data available to the Department from district reports.

TABLE IV

COMMUNITY EDUCATION CENTERS

PROGRAM ACTIVITIES
1968-69

District	No. of Centers	Amount Expended	Participants				
			Pre-School	Elementary	Secondary	All Others	Total
Albany	1	$ 17,963	--	428	437	--	865
Binghamton	1	17,146	--	219	--	--	219
Buffalo	2	200,575	--	--	--	1,219	1,219
Elmira	1	42,402	--	115	64	--	179
Hempstead	1	24,994	--	17	37	--	54
Newburgh	1	54,815	--	265	65	--	330
Niagara Falls	1	70,911	229	1,921	1,869	5,257	9,276
Poughkeepsie	1	15,355	*	*	*	*	*
Rochester	1	241,114	--	589	150	--	739
Schenectady	2	15,399	--	1,200	--	81	1,281
Syracuse	2	142,835	50	125	30	--	205
Watertown	1	5,844	--	26	38	--	64
Yonkers	1	138,007	12	591	199	64	866
New York City	3	2,908,050	2,325	5,401	4,189	997	12,912
Total	19	$3,895,410	2,616	10,897	7,078	7,618	28,208

*Participation data has not been submitted by the district.

CHAPTER II

PROGRAM ACTIVITY IN UPSTATE DISTRICTS

The eligible school districts, excluding New York City, were allocated approximately $7.5 million of the 1968-69 appropriation. There follows a summary of the program activities in these upstate districts.

The Major Districts

The major population centers of New York State are Albany, Buffalo, Rochester, Syracuse, Yonkers and New York City. Commonly referred to as the "Big Six," these metropolitan districts have high concentrations of pupils with special educational needs associated with poverty. Since it is the major population center and the largest school system in New York State, program activity in New York City will be summarized in Chapter III.

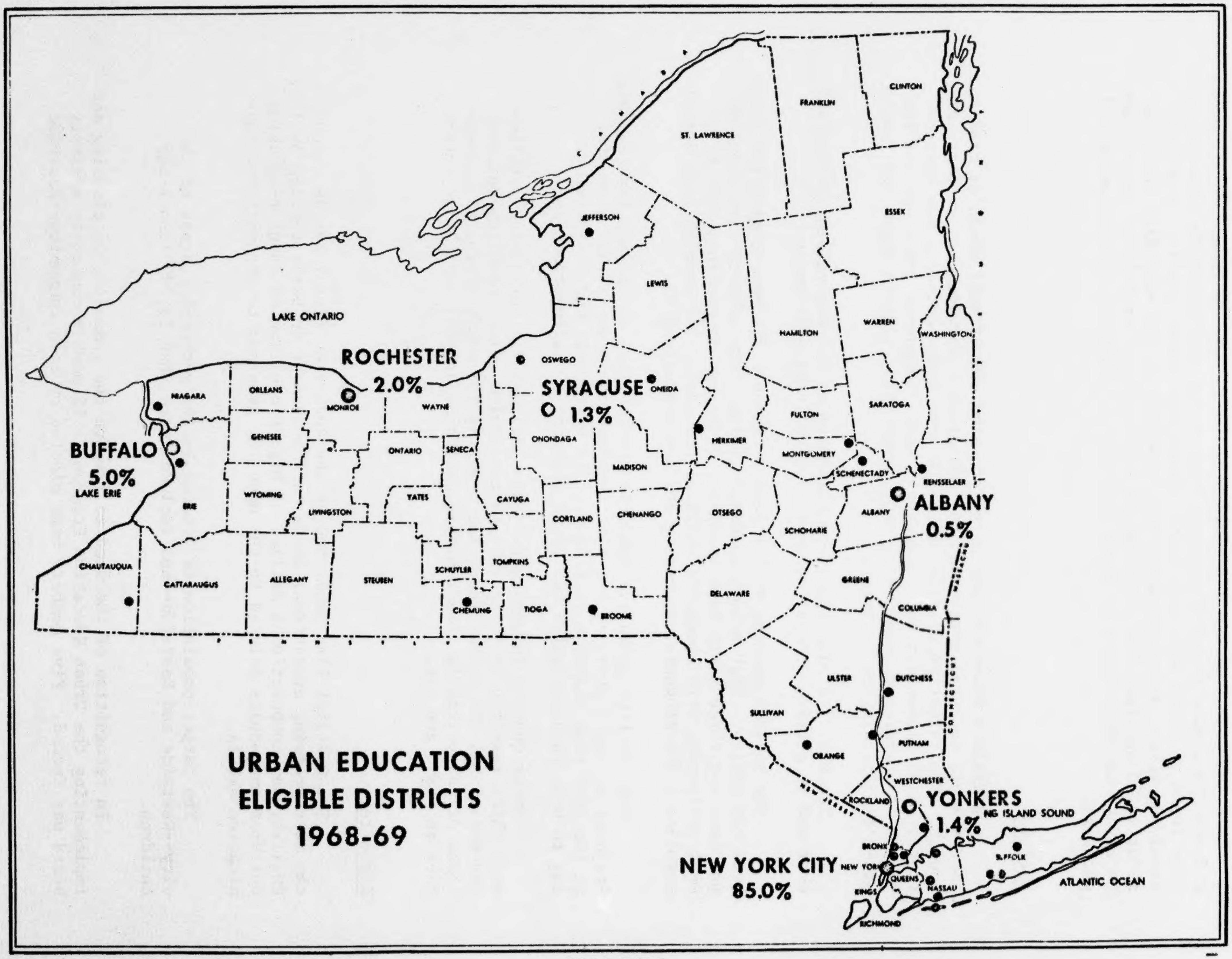
The remaining major districts shared $5.3 million of the 1968-69 appropriation. Since a large proportion of the Urban Education funds were allocated to these five districts, the District Plan and related program activities of each have been summarized and presented separately below.

Albany

Although both Niagara Falls and Schenectady received a higher allocation, Albany is considered one of the Big Six on the basis of school-age population. A high proportion of the school-age population is enrolled in parochial schools and is not, therefore, accounted for in computation of the district's allocation.

The District Plan submitted by Albany indicated a target population of more than 4,000 pupils in nine elementary and two junior high schools. Cited among the characteristics of pupils with special educational needs associated with poverty were: poor performance on standardized tests of reading and basic skills, poor classroom performance, negative attitude toward school and school type activities, low social and cultural awareness, emotional instability, and a need for personal and vocational counseling. The five year goals of the District Plan, therefore, were to effect changes in pupil behaviors through projects in remediation, guidance and counseling, vocational training and orientation, and cultural enrichment.

The Community Education Center established in Albany was designed to extend educational services to the disadvantaged in the target areas. In addition to the Center's counseling and guidance services, projects in typing and sewing for personal use or vocational orientation were open to all community residents. A tutorial project coordinated with in-school programs provided supplementary help in basic skills. The Center was in operation only a short time because of late funding. Despite this, more than 800 pupils were served.


LAKE ONTARIO
ROCHESTER 2.0%
SYRACUSE 1.3%
BUFFALO 5.0%
LAKE ERIE
ALBANY 0.5%
YONKERS 1.4%
NEW YORK CITY 85.0%
NG ISLAND SOUND
ATLANTIC OCEAN
ST. LAWRENCE
FRANKLIN
CLINTON
ESSEX
JEFFERSON
LEWIS
HAMILTON
WARREN
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KINGS
NASSAU
SUFFOLK
RICHMOND
PENNSYLVANIA
NEW JERSEY
CONNECTICUT
MASSACHUSETTS

URBAN EDUCATION
ELIGIBLE DISTRICTS
1968-69

CHART I

Reading was the major area emphasized in Quality Incentive Projects. A federally funded Remedial Reading Program was extended with Urban Education funds to serve more than 4,000 elementary school pupils. A project involving music, drama and dance was conducted at the secondary level for about 1,700 pupils. The objective of this cultural enrichment project was to effect an improvement in pupil awareness of cultural entertainment and pursuits.

Buffalo

Buffalo's District Plan cited pressing educational needs as reading improvement, cultural enrichment and educational services for dropouts and adults. The target population of 28,940 school age children was concentrated in 35 elementary and secondary school attendance areas and was the result of a rising population of poor, culturally limited Negro and Puerto Rican families in the district.

The District Plan specified a program to improve reading achievement and to provide general academic and cultural enrichment.

The Buffalo Evening High School provided a diploma program for dropouts and adults. High school academic courses were offered five evenings per week for three hours each evening. Guidance, counseling, and employment assistance were among the services provided. The Evening High School enrolled 1,219 students, promoting 782 and graduating 81.

Five Quality Incentive Projects concentrated on reading improvement. Projects of small group or tutorial instruction served 10,500 students. At the same time teachers participated in preservice and inservice training to help them recognize and treat children's reading problems.

Other Quality Incentive Projects included (1) curriculum development which resulted in seven revised curriculum guides updating methods and materials, (2) summer inservice training to modify teachers' perceptions of educationally disadvantaged children, and (3) enrichment activities in music and art.

Rochester

The District Plan submitted by the Rochester school system cited the most pressing educational needs as improvement in basic reading skills, English, and computational skills. A high proportion of Spanish-speaking children and adults pointed to the need for programs to strengthen communication skills.

The target population is located in two geographic areas of the city--Westside and Eastside--and includes more than 10,000 school-age children.

In recognition of the need to involve the community in planning and implementing the Urban Education Program, a 15 member community advisory board was formed. Five members were elected by each community--Eastside and Westside--with the remaining five appointed by the Board of Education from the city at large.

A Community Education Center was established in each geographical area to provide basic education, guidance and counseling, and tutoring by bilingual teachers. Evening and Saturday English classes for Spanish-speaking children and adults were also a part of each center's activities.

A Quality Incentive Project, designed to reduce racial isolation, involved transferring students from inner city schools and reducing class size to about 15. The addition of auxiliary personnel and reading specialists made possible a closer attention to individual needs.

Syracuse

The Syracuse District Plan focused on two general areas of need for children of poverty families: Reading disabilities and problems in behavioral adjustment. Approximately 4,000 poverty children, preschool through the sixth grade, were cited as the target group.

Projects to serve the needs proposed in the District Plan included Community Education Center activities involving cultural enrichment in the arts and sciences, preschool services, afternoon classes, a tutorial reading program, and home-school communications; and Quality Incentive Projects dealing with corrective reading and rehabilitating maladjusted pupils.

The West Side Community Education Center offered four individual projects. One, a preschool project, made use of a modified Montessori approach. The second project involved afternoon classes in basic skills for disruptive and academically deficient pupils, and language classes for Puerto Rican children and adults. Participants in these classes showed improvement in basic skills, and oral and silent reading. In mathematics, all participants advanced to higher grade levels. In the language classes, tests indicated some growth in language skills for all participants. A third project, a reading tutorial activity, utilized junior high school pupils as tutors for target area children. Significant growth in the basic reading skills of children in this project was noted. The fourth project of the West Side Community Education Program was concerned with parent discussion groups and was initiated to develop school-community rapport.

The Science and Arts program, a cultural enrichment Community Education Center project, consisted of sessions in art, ceramics and photography. The drama activity was operated as a workshop; the science activity was intended to stimulate curiosity by providing an opportunity to experiement.

In the Quality Incentive Projects, the corrective reading activity involved 2006 pupils in small group, individualized instruction, or reading clinics. Conclusions drawn by project evaluators from the results of pre- and posttesting and comparison with control groups indicated that significant success was achieved.

Two hundred ninety-two pupils were treated in the rehabilitation project whose aim was to provide an educational program for emotionally handicapped children or those with behavior disorders. Twenty-five percent of the participants were returned to regular classes.

Yonkers

Following an analysis of standardized tests, teacher observations and a citywide planning survey, school authorities at Yonkers ranked the most pressing needs as follows: Remedial reading, tutoring in basic skills, remediation in computational skills, English for non-English-speaking children and adults, guidance and home-school programs, psychological services, cultural enrichment, and physical and health services.

The target neighborhoods to be served were identified on the basis of a 1964 planning survey which showed that these neighborhoods accounted for 33 percent of the city's population--neighborhoods where 45 percent of the major crimes, 34 percent of the major fires, and 55 percent of the acts of juvenile delinquency occurred. These statistics are significantly above national averages.

The objectives of the 5-year plan for the district were to provide remediation and community educational services. A Community Education Center was established as a focal point for educational and related services. The Center provided academic, vocational, cultural, and counseling services for more than 850 pupils and adults in the first 2 months of operation.

A Quality Incentive Project in remedial reading for 1,104 secondary pupils was able to improve the achievement level of 82.1 percent of those participating as measured by standardized pretests and posttests.

Other Quality Incentive Projects involved remediation in reading and basic skills, guidance and counseling, paraprofessional classroom assistance and special programs to provide a smoother transition from elementary to junior high school.

Other Upstate Districts

A summary of program activity, participation and expenditures for all upstate districts is shown in Table V. The summary indicates that 89 Quality Incentive Projects and 16 Community Education Centers were operational in participating urban districts.

Quality Incentive Projects

Quality Incentive Projects in reading were conducted in 15 districts for more than 27,000 pupils. Since the largest number of participants was involved in reading activities, it may be concluded that most districts prescribed reading improvement as their major educational service to meet the needs of the target population. Ranking second in the number program participants, cultural enrichment projects were conducted in nine

TABLE V

Program Activity, Participation and Expenditures for all Upstate Districts

Allocation: 7,508,080
Number of Eligible Participants: 108,816

Total Enrollment: 386,450
Approved Budget Expenditure: 7,226,692

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	127	5,913,689	2,615	54,080	23,028	9,848	89,571
Community Education Center	16	987,360	291	5,496	2,889	6,621	15,297
Quality Incentive	89	4,512,151	2,324	48,584	20,139	3,227	74,274
Administration	22	414,178	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	548	5,793	--	--	--
Reading	--	17,853	9,305	--	--	--
Mathematics	--	8,789	--	--	--	--
Pupil Personnel Service	--	4,155	1,543	37	200	--
Cultural Enrichment	38	9,876	2,301	--	2,040	--
English (2nd language)	--	--	--	--	--	--
Preschool	2,286	--	--	--	--	--
Attitudes and Motivation	--	4,057	885	4	124	--
Professional Development	--	--	--	--	--	2,053
Other	--	1,393	312	--	212	524

(1) Summarized from Final Financial Reports and Interim Financial Reports as available from districts.

districts. Such projects were designed to raise educational aspirations by making pupils and their families aware of cultural activities and pursuits. Concerts, plays, trips to historical sites and museums, and projects of self expression through art and music were features of these activities.

A key factor in programs for disadvantaged children is the professional approach taken by school personnel in meeting their children's needs. Curriculum development and inservice training were integral parts of many district projects. At the same time, preservice training for classroom aides was included in several projects. Such training was aimed at acquainting teachers and school staff with the psychological and emotional needs of disadvantaged children, as well as with methods, techniques and materials designed for use in school programs. Seven districts conducted projects specifically in professional development; the remaining districts included such training in some other projects. Curriculum development projects were designed to prepare instructional materials of high interest value to children from poverty neighborhoods. Some examples of Quality Incentive Project activity in various districts follow.

The Niagara Falls City school district employed 10 community liaison workers in a home-school partners' project. The partners encouraged parents to join small group discussions of home-school relations and to become involved in the summer classes. Records of the number of home calls made and the attendance at group meetings indicated that the project was successful in communicating with parents and involving them in school activity.

Band instrument instruction was offered to 46 underprivileged elementary pupils in three target areas of the Port Chester district. The objectives of the project were, in part, to teach participants to read music, to play an instrument, and to develop pride as a result of appearing in the Annual Band Night show. The results indicated that the program was successful since many learned to read music and play instruments.

In an inservice training project in Troy, 35 teachers were given instruction in three areas: Diagnostic testing, remedial reading, and Negro culture. Success of the project was measured by teacher attendance and response to a survey. Attendance was over 90 percent for all sessions and all but a small percentage reported that the program was at least satisfactory.

A Quality Incentive Project instituted by the White Plains Public Schools made a cooperative arrangement with student enrollees in the doctoral training program for school psychologists at the Teachers College, Columbia University. The purpose of the cooperative effort was to provide a reality-oriented setting for school-psychologist trainees and to provide more meaningful psychological services to the schools. Six special projects were carried out by the graduate trainees as well as the more traditional testing and evaluating responsibilities.

The Lackawanna city school district employed paraprofessionals for assistance in high-failure-rate elementary and junior high school classrooms.

The project provided pupils with more individualized instruction, allowed the regular teacher more hours of classroom contact and planning time by assigning some of her clerical duties to the paraprofessional, and established communication between home and school through home visits by the paraprofessional.

A cooperative remedial and tutorial project in reading and arithmetic used 28 volunteers from high school social-work groups as tutors for 40 elementary pupils in the Mount Vernon schools. The cooperating community groups were the NAACP, the YWCA, and the YMHA. The objectives were to upgrade the achievement of these pupils in reading and arithmetic and to improve school-community relations.

Community Education Centers

Sixteen Community Education Centers in 13 districts extended educational and other services to pupils and their families in poverty neighborhoods. Since each center reflected the needs peculiar to the community served, a summary of activities associated with all centers is not feasible in this report, but examples from two districts will serve to highlight the role of Community Education Centers.

The Centre Avenue Community Education Center operated by the Niagara Falls school district served more than 9,000 pupils and community residents in several activities. Available to school age youth were tutorial services coordinated with remedial programs in the schools. A project to improve home-school contacts involved visitations to pupils' homes with the intent of promoting interest in school progress and interest in the activities of the center. A full-time liaison person--a community developer--also made extensive community and home contacts. The purpose of such contacts was to increase interest in the Center's activities as well as to determine what activities would serve the greatest needs of the target population.

The Schenectady school district operated two Community Education Centers in poverty neighborhoods. One aspect of these activities was an adult learning center which offered preparation for the high school equivalency examination. Fifty-seven percent of the adults participating in this project passed the June examination and received a diploma. Since the percentage is nearly the same as the statewide average, the results indicated a successful program for adults drawn from the inner city. A Walk-in Arts Center made free-choice arts and crafts activities available to all community residents during the afternoon and evening hours. The Arts Center also featured trips and art exhibits, particularly by African and Afro-American artists.

Generally, a long time span is required for the target population to achieve the performance expected in the behavioral goals of most Urban Education projects. Few projects were operational for the full school year; the majority were operational during some portion of the spring semester. District evaluation reports are, therefore, interim reports of project implementation. Continuation of projects during the 1969-70 school year will provide a more adequate time period to measure behavioral changes expected of the target populations.

CHAPTER III

PROGRAM ACTIVITY IN NEW YORK CITY

The New York City public schools have an enrollment of more than 1.1 million pupils, the largest in New York State. The size of the school system presents special problems in preparing for any new programs. These problems were further aggravated by a teachers' strike in the fall of 1968 during which planning and negotiations on projects had to be suspended.

Late in November of 1968, the New York City Central Board authorized the establishment of 33 decentralized districts. Administratively, an allocation of approximately $10 million in Urban Education funds was distributed to 29 decentralized districts to be spent on programs developed by the local superintendent in consultation with representatives of the target area community. The decentralization action further complicated program implementation since the Department can function legally and fiscally only with the Central Board.

The concept of community involvement in the Urban Education Program created a completely new dimension to project development and implementation. As a response to requests from the communities for improvement in education, a more flexible and accommodating educational framework had to be devised.

For these reasons, implementation of a full New York City Urban Education Program during 1968-69 was not possible. However, significant steps were taken in the development of long range plans to meet the educational needs of New York City school children, their families, and the community.

The 1968-69 Urban Education Program was funded with $44.5 million or 85.6 percent of the total appropriation. Of this amount, only $31.6 million was projected to be expended on 3 Community Education Centers, 215 Quality Incentive Projects and 23 Administrative Projects. The balance of the allocation will be carried over to the 1969-70 school year according to previously described special legislative provisions.

New York City activities are divided into three groups: Central Board Projects, Community Education Centers, and Decentralized District Projects. The following summary of project activities was obtained from Final Evaluation Reports submitted by the Central Board or Decentralized Districts, and from reports of studies for which the Central Board contracted with independent agencies.

Central Board Quality Incentive Projects

System-wide or special purpose projects were developed and implemented under the auspices of the Central Board, following approval by the State Education Department. There were 53 projects originally planned, with the majority to be implemented during the summer of 1968. The 49 projects which became operational served the needs of more than 380,000 pupils and adults. The major thrust was in English as a second language, designed to improve the basic communicative skills of those for whom English is not the primary language. To achieve the general objective of improving communicative skills, individual project objectives and methods reflected an attempt to attack the problem from various angles. In addition to special English classes, Spanish-speaking teachers and classroom assistants were recruited and trained, special materials for pupils and parents were distributed, tutoring and special help sessions were organized, and pupil personnel services provided.

As in the upstate districts, project participation counts indicated that reading improvement is a primary educational need of New York City pupils. Projects to improve reading achievement served over 62,000 pupils and made use of remedial reading specialists, tutoring, small classes, and special help sessions. In some instances, reading improvement was included as a part of projects with other primary objectives. A summarization of selected Central Board projects follows.

Project READ

Project READ provided participants with individualized reading instruction using materials developed especially for use with children from poverty backgrounds. Permitting each child to work at his own pace and to respond individually, the project materials helped the child to build confidence, experience success, and receive strong reinforcement as his reading improved.

Project READ served more than 40,000 pupils in elementary and secondary schools. Although originally planned for implementation in September, the prolonged strike delayed the start until mid-December. Due to the relatively short period of operation and the fact that significant results can be expected only over a longer time span, an evaluation of Project READ on the basis of data pertaining to improved reading level was not meaningful at the time of this report. However, teachers, administrators, and reading specialists have indicated that improvements in reading achievement, attitude, and motivation were observed.

Project READ contained an inservice training component to prepare teachers in the use of special materials and techniques for diagnosing reading deficiencies and meeting other special needs of inner city children.

Dial-A-Drill

Dial-A-Drill was a computer-based instructional project in basic mathematical skills. It was designed to reinforce inschool learning experiences in pupils' homes, at convenient times, and on an individualized basis.

A participant was phoned at the same time each day. A computer orally presented problems and evaluated responses. The pupils' response to a particular problem determined the series of questions presented by the computer.

The elementary mathematical materials were organized into five strands: Addition, subtraction, multiplication, division, and fractions. Since each pupil was treated individually, he progressed at his learning rate through materials graded by levels of difficulty.

Dial-A-Drill established a link between the school and the home environment. Such a link assisted in making the family and the community more aware of the goals of education and aided in creating a positive attitude in the community toward these goals.

Dial-A-Drill became operational in March 1969 and terminated in June. Although all participants were administered a pretest in March and a posttest in early June, the treatment period was too short to measure pupil gains from the treatment. However, continuation was recommended on the basis of observations of teachers, administrators and parents.

Project STINT

STINT (Supportive Training for Inexperienced and New Teachers) was a Central Board project designed to provide supportive services to new and inexperienced teachers in curriculum implementation, methodology, class control, and lesson planning.

There were 52 experienced master teachers assigned as teacher-trainers in those districts to which a large number of new teachers had been appointed. Each teacher-trainer worked with approximately nine new teachers. Throughout the year workshops and lectures for teacher-trainers provided the necessary program coordination.

Informal interviews and discussions indicated that the project was effective in quickly orienting new teachers to the New York City school system and sensitizing them to the special educational needs of the pupils served.

The report of an evaluation of STINT is being prepared by a contracting agency, the Center for Urban Education, but was not received by the Department in time for commentary in this report.

Augmented Services for Non-English-Speaking Pupils

Augmented services for non-English speaking pupils was implemented during March and April of 1969 in four junior high school in Manhattan and the Bronx. The four schools were located in neighborhoods with a high concentration of disadvantaged, nonwhite population. The ethnic distribution of the 206 participants was 35 percent Chinese, 46 percent Puerto Rican and 19 percent other, including Haitian, Cuban, Dominican, and Negro. The Negro groups, who had recently migrated from the South, were adjudged by the school's professional staff as inept in the use of standard spoken English. A comparison group of pupils primarily of the same ethnic backgrounds was drawn from the regular seventh grade classes of two of the four participating schools.

The project was planned to operate for 5 years with the following goals: To improve the self-image and raise the aspirations of non-English-speaking pupils; to assist pupils to make appropriate career choices; to expand and improve social interaction with English-speaking peers; to improve pupil achievement in English and other curriculum areas; to involve parents in the program activities; and to provide ongoing in-service training for the staff.

Activities designed to meet these goals included intensive guidance services for target area pupils through the employment of a licensed, full-time guidance counselor and a paraprofessional in each of the four schools. The counselor, assisted by the paraprofessional, provided intensive, individualized guidance for each target pupil. The parents of each pupil were invited to consult with the counselor at the time of the pupil interview or subsequent to it. A career orientation program made use of community leaders and professional people as speakers in assembly programs.

Two bilingual teachers of English were added to the staff of each school for the purpose of initiating an intensive language arts program for pupils for whom English is a second language.

An evaluation of the project for the initial four month period of operation was conducted by the Center for Field Research and School Services, School of Education, New York University. The major findings of the evaluation study were as follows:

> The Augmented Services Project has apparently succeeded in raising the self-image of the pupils it serves in two of four participating schools (IS 148 and JHS 65) to a level which equals or exceeds that observed in the self-images of a group of ethnically similar pupils with whom they can reasonably be compared.
>
> The Augmented Services Project has apparently succeeded in homogenizing accuracy of knowledge about the occupations to which they aspire between Project pupils in all four participating schools and a group of pupils with whom they can reasonably be compared.

Project staff members have probably exercised an influence in the occupational development of Project pupils beyond chance expectation at JHS 99 and IS 148, where pupils cited the counselor as a key figure more often than chance would predict, and at JHS 118, where pupils cited the teacher as a key figure more often than chance would predict.

The Augmented Services Project has apparently not yet succeeded in so improving interaction with English-speaking peers that Project pupils select such peers as partners either in school-task or in social choice situations; rather, Project pupils in all four schools overwhelmingly select peers of their own ethnicity in both situations.

The Augmented Services Project has apparently succeeded in homogenizing arithmetic achievement between Project pupils in the only two participating schools (JHS 65 and JHS 99) where relevant data could be collected and a group of pupils with whom they can reasonably be compared. The Project has apparently not yet succeeded in homogenizing language achievement between these groups, but such heterogeneity as obtains appears to be attributable to heterogeneity in academic ability.

A Summer Clinic for Speech Handicapped Pupils

A summer clinic for speech handicapped pupils served children with severe communicative disorders. The objective of this project was to improve the communicative skills and general educational functioning of the pupils. There were 657 children ranging from preschool to twelfth grade who attended clinics conducted in 35 schools throughout the system. Forty-two licensed therapists worked in small groups or individually with the more severely handicapped children. Sessions were held daily from 9:00 a.m. to 12 noon with pupils attending 30 minute sessions each day.

The Center for Field Research and School Services, School of Education, New York University conducted a study of the effectiveness of the summer program. The study included interviews with pupils and parents, and questionnaire responses from therapists and supervisors. In addition, onsite visits were made and pretherapy and posttherapy tape recordings were analyzed.

On the basis of observations of 36 therapy sessions, the study consultants judged that there was an adequate administration of the program, adequate training, a high enthusiasm on the part of the therapists, and excellent clinical rapport with children and parents.

Tape recordings of a small sample of subjects showed a 31 percent rate of improvement, a gratifying result considering the short duration of the program.

Pupil and parent interviews revealed high pupil motivation to attend the sessions and a positive attitude toward the program. Several parents stated that their children were clearly making better progress than they had during the regular academic year.

Responses from project staff indicated that the strength of the activity was the daily, individualized therapy in which parents were actively involved while supervisors felt that the program was highly effective in providing a needed service to the community.

Summer Remedial Reading

A summer remedial reading project was initiated by the New York City schools to serve post high school seniors who had met all the subject requirements for a high school diploma but were denied the diploma because of failure to achieve the minimum required reading score of 8.0. The project also admitted post eleventh grade students who were retarded 2 or more years in reading and might find themselves in the same position at the end of twelfth grade.

The reading activity, established as part of the instructional program at 17 summer day and evening high schools, enrolled 823 pupils from designated poverty areas in New York City. Pupils attended 90 minute sessions 5 days per week, for a total of 33 sessions. Attendance was voluntary, and 616 pupils of the 823 originally enrolled completed the project activities.

The objectives of the project were to diagnose the types of difficulties encountered by pupils on a standardized reading test and to provide individualized remedial activities based on individual difficulties. Twenty-nine regularly licensed English teachers conducted activities emphasizing intensified work on the building of skills needed to overcome specific defects, for example, word recognition, answering specific questions based on a passage, and making inferences. Activities also included opportunities for free reading, based on pupil interests and reading level.

Pupil growth was measured as the difference between raw scores on comparable forms of the Metropolitan Reading Test administered at the beginning and at the end of the treatment period. Results indicated that 44.2 percent of the participating post twelfth graders achieved at least the minimal reading requirement for a high school diploma. Furthermore, 33.8 percent of the participating post eleventh graders achieved the minimal reading level required for a high school diploma. The median grade score gain for the entire group was twice the increase in reading achievement expected according to national norms under regular instruction.

Project Help

Project Help began in February of 1969 and was concluded the following June. Selected high school students were employed to tutor underachieving elementary pupils in basic reading and mathematic skills. Forty tutorial centers operated on a daily basis in youth centers, churches, and schools located in poverty areas. Tutors were selected from ten poverty area high schools. Teachers in elementary and junior high schools were assigned as advisors to the tutors and were responsible for both preservice training and supervision throughout the project. Approximately 135 tutors worked with more than 250 pupils.

An evaluation of Project Help was undertaken by the Center for Field Research and School Services, School of Education, New York University. In order to determine the extent to which project objectives were realized, the evaluating agency conducted onsite visits to all tutorial centers; compiled the results of questionnaires administered to tutors, teacher advisors, pupils, and administrators; and conducted interviews with tutors, advisors and selected participants.

The objectives of Project Help were the following: To improve basic skill competencies for selected elementary school pupils; to improve self-image, poise, and confidence in high school tutors; to provide an older model with whom the underachievers might identify; and to encourage high school pupils to follow a teaching career.

The short duration of the project, late admissions, dropouts, and absences accounted for incomplete test results. However, 27 pupils for whom test scores and records were complete, showed a grade-level gain of at least 0.2 to as much as 1.0 for three months of activity.

On the basis of questionnaire and interview responses, and onsite visitations, the evaluators judged the project as successful but as not achieving its full potential or promise. In most instances, effective tutoring was a function of individual pupil-tutor interaction. While all those involved generally agreed that high school pupils could make excellent tutors for younger children, maximum benefit to both tutor and pupil could be realized when care was exercised in the selection and matching of tutors and pupils. The best tutors were not necessarily the most academically gifted, but were those with unrealized academic potential and the maturity to deal effectively with younger children. At the same time, more care should be exercised in the selection of pupils who could benefit most from the experience.

Community Education Centers

The New York City Central Board originally authorized the establishment of a Community Education Center in each of four districts: 12, 28, 32 (Ocean Hill-Brownsville), and 33 (I.S. 201). The Centers were to begin operations during the 1968-69 school year with funds budgeted through the summer of 1969. The Central Board also authorized the establishment of additional Community Education Centers in six other districts with program activity to commence as of July 1, 1969. Of the original four, only the Ocean Hill-Brownsville Center and the Center located in the I.S. 201 complex actually began operations prior to the close of the 1968-69 school year.

A study of program activity associated with each of the Centers was conducted, under contract with the Central Board, by the Center for Field Research and School Services, School of Education, New York University.

Detailed interviews were held with each Community Education Center director and each project coordinator. The data and judgments summarized here are based on the report submitted to the Central Board by the evaluating agency.

The Ocean Hill-Brownsville Community Education Center

The Ocean Hill-Brownsville Community Education Center began operations in March of 1969 with the implementation of nine projects. Four projects emphasized remedial and tutorial service; two projects provided guidance and counseling service; one project involved the publication of an educational newspaper; one project provided for the development of materials on Afro-American and Hispanic history and culture; and one project provided the administrative staff for the Center.

A project offered by a Community Education Center was usually flexible and open ended (i.e., without the usual constraints of class schedules, etc.) Any accurate record of participation was difficult to maintain. For instance, the educational newspaper, Community Advocate, was distributed to all families in the district so that any indication of the numbers receiving benefit was not readily available. Also, a project in career guidance was designed to provide informational pamphlets, etc. which were generally available to all in-school youth and community residents. For other projects, coordinators made participation estimates such as: "between 150-300, weekly" and "50-100, weekly." As a result, the number of participants is estimated and may not accurately reflect the degree of participation in Community Education Center activities.

Project coordinators reported that the community was involved in developing seven of the nine operational projects. Also, community residents served as staff members for four projects. In one project involving educational and recreational field trips, parents and other members of the community acted as chaperones. As further evidence of community involvement, the coordinators stated that almost 40 percent of those served were recruited by parents and that about 28 percent of all staff members were appointed as a result of community recruitment and recommendation.

A budget of nearly $1.5 million was approved for the Center's program activity from March through the summer of 1969. An interim financial report submitted to the Department indicated an estimated expenditure of about $900,000 as of June 30, 1969. As stated in Chapter I, a carry over of 1968-69 funds has been allowed by special legislative action.

Project "Push Out" involved out-of-school teenagers in an attempt to help them evaluate the school, community, and themselves in relation to educational needs. The term "Push Out" was used in order to emphasize that failure was not necessarily the fault of the student himself.

The teenagers received special training as recreational aides and were assigned to work with younger, potential "Push Outs" in recreational activities. Also, the teenagers were required to participate in an adult-education job-training program. Comments by those involved indicated that some attitudinal changes toward the educational system were observed in the teenage "Push Outs." However, for the short duration of the project, a significant similar change in the younger children was not observed.

A Classroom Adjustment Project begun in April was designed to give short-term intensive casework help to children who had shown serious adjustment problems in school. Teams of psychiatric caseworkers and paraprofessional aides worked with individual students, their families, and teachers. Where the situation warranted, cases were referred to outside agencies for more extensive, long-term treatment. There were 127 elementary and 20 secondary students served during the initial period of the project. Although of a short duration, those involved felt that the program was successful in identifying and teating students with adjustment problems.

The Homework Study Center Project provided assistance in homework, reading, and mathematical skills for children in several locations in the community. Tutors attempted to give carefully guided and constructive assistance to each individual child as well as to establish a rapport between the home and school.

Guidance and Counseling Services were also provided by the Community Education Center. Acting as an informational and referral agency, the Center assisted community residents by providing employment services and legal, medical, and psychological testing services. It also acted as an emergency crisis center and provided help in cases of serious illness, accident, fires, or other family emergencies. In this regard, therefore, the Center attempted to take an active and leading role in the life of the community.

Activities continued through the summer of 1969 without change. Projects begun at the outset remained intact without new projects being implemented.

The I.S. 201 Community Education Center

Six projects were associated with the I.S. 201 Community Education Center when it became operational during March 1969. Two additional projects were added to the Center's program during the summer of 1969. Two of the six projects were classified as administrative; one involved the development of an educational television center which was ready for operation in June; one project provided training for the community advisory board; one project was concerned with the publication of an educational newspaper; and one project provided an art-oriented day-care center.

The I.S. 201 Community Education Center was budgeted for about $1.1 million with expenditures estimated through June 30 of about $775,000.

Evidence of community involvement and estimates of participation previously cited for the Ocean Hill-Brownsville Center were similarly cited for the I.S. 201 Center.

To meet the need for additional educational resources and to add a new dimension to educational facilities and techniques, the I.S. 201 Community Education Center developed and equipped an educational television center. With the capability of producing tapes and providing T.V. programming by means of cable to all classrooms in the district, the Center was expected to be in full operation by September 15, 1969. This project was budgeted for $285,000 to cover the initial cost of equipment and installation.

A series of workshops and seminars were held during May and June for the Advisory Board, the I.S. 201 Governing Board, and program staff for the purpose of developing programs and orienting all concerned with the needs of the district.

The monthly educational newspaper was originally planned as a means of disseminating information of interest to the community as well as providing journalism workshops for school children. Problems related to securing equipment and a contract with a printing firm delayed the full implementation of the project until the summer, although one issue received positive community reaction.

A basement room in the Welfare Center was utilized as a Day Care Center for children whose mothers had appointments with welfare caseworkers. A volunteer from the Metropolitan Museum and four community workers provided art instruction for the children in a colorful and well equipped workshop.

During the summer an academic enrichment project, Adult Bound, was added to the Center's program. There were 258 students between the ages of 14 and 16 attending morning classes designed to augment and enrich the previous year's school experience. During the afternoon, the students were employed through the Youth Corps as recreational assistants.

A second summer project offered by the Community Education Center involved 114 teachers and more than 100 parents in an interrelated educational program. Teachers and parents observed demonstration classes and participated in seminars and discussions. The parents then conducted discussion groups for other parents in the community and acted as home-school liaison workers. Teachers were given training in classroom techniques and methodology and an opportunity for interaction with fellow teachers and parents.

Community Education Centers, Operational July 1, 1969

On July 1, 1969, eight other Community Education Centers became operational. The 10 Centers offered a total of 36 projects with the majority, 13 conducted by the District #7 Center. A total of 51 projects, therefore, were conducted in the Community Education Centers through the summer of 1969.

Twenty of the summer projects emphasized programs in remediation and academic enrichment designed to improve basic skills in reading, mathematics, and communications. Objectives were to raise grade level and increase chance of pupil success in the regular school program. Academic enrichment programs provided an opportunity for selected pupils to explore topics of special interest or subjects not included in the regular school program.

Four projects involved inservice or preservice training for school professional and paraprofessional staff. Training programs were designed to prepare school staff in the techniques of meeting the special needs of disadvantaged children.

Project coordinators reported that the community was involved in the planning and development of 29 of the 51 projects. Also, staff members for four projects were recruited from the community.

The 10 Community Education Centers were budgeted for about $4.3 million for operations through the summer of 1969. The $2.9 million projected expenditure covers the period through June 30, 1969 only.

Observations on Community Education Center Programs in New York City

Some observations and findings of the study team as reported by the Center for Field Research and School Services of New York University seem to be pertinent and are quoted below.

> One of the most significant features of the C.E.C. programs is the emphasis on community education and on the provision of educational opportunities for adults and high school age youth who have dropped out of school. The development of these projects indicates that the community is demanding that the schools not only should do their job better, but that they also should attempt to service all people in the community who desire education.
>
> It might be suggested by some that too large a portion of the C.E.C. budgets is being spent on community education projects, but the community's feeling, as expressed in the proposals for these projects, is that education of the children in the district will improve only as far and as fast as the community demands. Thus, the C.E.C.'s have tended to place great emphasis on involving and educating the community as a whole about what is happening in the schools and what the needs of the children are.
>
> At the same time, the C.E.C.'s have developed projects to reach the alienated pupils and the unserved or under-served residents of the community. The degree of success of these projects has been rather limited, however. The lack of success of some of these projects may be due to the fact that our present techniques for the education of this segment of the population have not advanced far enough to be successful and require considerable modification.
>
> The C.E.C.'s, therefore, are making a significant contribution in attempting to meet the needs of the various types of people who live in their communities through the development and testing of new ideas.

The following excerpt may serve to clarify the problems encountered in the development of Community Education Centers in New York City.

> Like any program in education that is hastily constructed, the C.E.C.'s make up a 'mixed bag.' In addition, the C.E.C. program was developed out of a political compromise around the school decentralization issue. In a way, C.E.C.'s were to be one test of decentralization. However, they were an unfair test in that Central Board of Education procedures were not changed to allow the local districts the amount of autonomy that would be necessary for them to function as decentralized units. Thus, the C.E.C.'s were born of compromise and have lived to a large extent in controversy.
>
> As with most controversies, there is some truth on each side. The Board has been too rigid in some of its procedures for ordering supplies, obtaining rental facilities, and licensing and paying personnel. Some of the C.E.C.'s have not exercised the best judgment in the selection of projects, in procedures to staff, and in evaluating the effectiveness of the projects. But the C.E.C. program should not be judged on its first year's operation alone. Some exciting ideas have been thought up, some of them have been tried, and some of them have been delayed because of various problems. The C.E.C.'s should be allowed to operate for a complete year and then should be evaluated at the end of that period.
>
> The C.E.C.'s are handicapped by the lack of organization and the lack of evaluation. The lack of organization stems from the often confusing directives and counter-directives of the Board of Education and from the lack of experience of some C.E.C. personnel. The lack of evaluation develops as a corollary to the lack of organization. Since it is difficult to get the projects operating smoothly, few, if any, of the personnel associated with the projects take steps to find out if the projects really are accomplishing what they are intended to accomplish.
>
> Attendance and subjective comments and opinion are the most widely used means of evaluation. If the results of decentralized, as well as centralized, activities are to be known, steps must be taken to obtain empirical data on what happens to the pupils, parents, and teachers who are exposed to the programs.
>
> In summary, it appears that there is much to be learned from the C.E.C. programs, and the programs should be allowed to continue with certain modifications for another year.

Decentralized District Projects

Twenty-nine decentralized districts developed and received approval for 206 Quality Incentive Projects. Of these, 185 were implemented during the second semester with the majority, 83 percent, beginning in February of 1969.

Projects in 25 districts were studied, under contract with the Central Board, by the Institute for Educational Development (I.E.D.). Similar contractual arrangements with the Institute for Research and Evaluation of Fordham University provided for a study of projects in the four remaining districts. Data and information contained in this section have been compiled from reports submitted by the contracting agencies.

A summary of the decentralized district activity showing participation, major area of emphasis, and expenditures is contained in Table VI.

TABLE VI

QUALITY INCENTIVE PROJECTS FOR NEW YORK CITY
DECENTRALIZED DISTRICTS

Approved Budget: $9,954,594 Projected Expenditures: $8,683,000

Area of Emphasis	No. of Projects	Percent of Total	No. of Districts	Participants*	
				In School Youth	School Staff
Guidance and Tutorial	46	25	24	44,272	
Professional Development	30	17	14		4,256
Reading	27	15	15	49,052	
Cultural Enrichment	24	13	15	23,434	
Administration	19	10	13	--	
General Achievement	17	12	9	6,313	
Mathematics/Science	16	8	13	14,148	
Preschool Education	6	3	6	5,349	
Total	185	100	--	142,568	4,256

*Participation figures have been compiled from the reports submitted by contracting agencies.

The data resulted from a classification of all projects according to defined categories even though projects overlapped in subject matter emphasis. Projects classified as guidance and tutorial accounted for 25 percent of all projects and ranked second on the basis of student participation. Projects included in this category were: After School Study Centers, Homework Helpers, Home and Community Liaison, and Fathers in Charge. Almost all projects classified as guidance and tutorial provided some activity in the improvement of reading and mathematics skills.

Projects in reading improvement accounted for 15 percent of all projects and ranked as the major thrust on the basis of student participation. Considering the overlapping and the fact that projects in most classifications contained a basic skills component in reading, more than one-half of all projects were related to the improvement of reading.

In addition, since most of the projects developed multiple objectives and activities, the subject areas were not mutually exclusive. The objectives and activities of the projects crossed subject area lines, particularly in projects relating learning activities to life experience.

Although the guidelines permitted projects at the preschool level, only six projects were operated specifically for preschool children. Overall, the decentralized projects focused on remedial and supplementary education for children already in school.

Of the operational projects, about 70 percent were new, i.e., developed specifically for the Urban Education Program. The balance of projects were continuations or expansions of established programs previously funded from other sources. For instance, 12 projects had prior funding under Title I of the Elementary and Secondary Education Act, a program sponsored by the U.S. Office of Education. Other prior funding sources included special state funds, special and general local funds, foundations, and various combinations of the above.

In spite of the difficulties encountered in developing and implementing projects, 50 percent of the operational projects were conducted as indicated in the proposal without alteration. Reasons for change in the other projects fell into the following categories: Response to community needs, inadequacy of facilities, and inadequacy or inflexibility in funding.

As an example, a project in District 8 underwent changes because negotiations for planned facilities were not completed. A project in District 13 was modified in order to develop a greater sensitivity to the needs of the students and community.

Late funding was cited most often as the other reason for changes in projects. Late funding created problems in staffing and the acquisition of materials which necessitated changes in activity but not necessarily in objectives.

Since the Institute for Educational Development conducted the major portion of the study of decentralized district projects, the following excerpts from their conclusions and recommendations have been included here for a fuller understanding of project activity.

> Although the guidelines as issued by the Office of Urban Education intended that each project be evaluated, it was agreed that an evaluation as conventionally understood could not be undertaken. At the same time, it was believed, however, that it would be useful to survey an interim nature of the operational status of each project, to assess how well the projects were able to respond to the guidelines, to probe the reasons for difficulties with and limitations in the projects and to determine insofar as possible the extent of participation of students, staff, paraprofessionals, and the community.
>
> On the basis of the data collected... and the experience of the IED staff and consultants, the following conclusions can be made:

That the Urban Education project focused on remedial and supplementary education for children already in school, and thus were responsive to the guidelines as issued by the Office of Urban Education.

That the large majority of projects undertaken were specifically developed as new programs of remedial and supplementary education and were not extensions of projects which had been previously funded by other sources.

That principal reasons for failure of all projects to be fully operational at the time of their reporting were: (a) circumstances surrounding the 1968-1969 school year which caused delays in project approval and funding; (b) difficulties in allocation of staff; and (c) difficulties in securing supplies and equipment.

That the projects in general operated within the context of the conventional school schedule and school structure.

The following recommendations are made on the basis of the experience of the IED staff and consultants to improve the operations of the Urban Education Program and their monitoring in future years:

That specific guidelines be developed for administrative budget projects since they provide a more global approach to the educational problems of a district.

That some means be created to assure that the target populations participate more fully in the programs.

That some provisions should be made for stating the objectives of a project more precisely in behavioral terms. Objectives tended to be somewhat global, so that it was difficult to judge whether they were being met. Perhaps the guidelines should require some provision concerning "quality" of objectives in order to monitor or assess the progress and success of the projects. The objectives should be carefully examined and, if necessary modified prior to or at the time of the first visit of the consultant with the project director.

That a training program for project directors be initiated. Project directors within the program perceived their roles differently. Some project

> directors had multiple assignments in addition to other responsibilities. It is also recommended, therefore, that criteria be established for the assignment of project directors according to project size, the number of projects to be directed, and any other responsibilities that the director may have.

The implementation and subsequent monitoring of any large educational program, even when it is to be conducted within an ongoing system, is bound to have problems that do not have easy solutions. In order to avoid a crisis in implementation on the one hand, however, and to promote better assessment of the effectiveness of a program on the other, sufficient lead time has to be provided for planning and funding of individual projects so that proper staffing, services, and materials are available at the beginning of a school year. Perhaps the greatest single factor inhibiting the success of the Urban Education Program is the lack of time between legislative action and the beginning of the school year. It is recommended, therefore, that some machinery be set up whereby proposals are written and approved and staff assignments made prior to the end of the preceding school year for implementation in the subsequent year. If the legislature should see fit to allocate funds for the Urban Education Program on a longer-term basis, the probability for its success might be further increased.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This chapter contains a summary of the material presented in the preceding chapters and recommendations to improve program operations for evaluation.

Summary

Based on recommendations of the Regents of the State of New York, legislation was enacted to provide moneys and authorization whereby the State Education Department could initiate a program of assistance to urban school districts with a high concentration of disadvantaged youth. The major thrust of the Urban Education Program was the establishment of Quality Incentive Grants for districts qualifying under the provisions of the Education Law. An eligible district could also obtain a grant by receiving Departmental approval of project proposals related to the development and operation of Community Education Centers or of project proposals directly related to the regular school program. Regulations of the Commissioner and Urban Education Guidelines were published to aid school personnel in their preparation of both a District Plan and the project proposals designed to meet the assessed needs of the district's disadvantaged youth.

A new unit, the Office of Urban Education, was established within the State Education Department to manage the operation of the program. Early in 1969 another unit, the Bureau of Urban Programs Evaluation, was formed to supervise the monitoring of project operation and the evaluation of project effectiveness.

During the period July 1, 1968 through June 30, 1969 a total of 349 Quality Incentive Projects and 19 Community Education Centers received Departmental approval for operation in 27 urban school districts. The actual or estimated expenditure was $33.6 million for the Quality Incentive Projects and $3.9 million for the Community Education Centers.

Final enactment of legislation for the Urban Education Program did not occur until May 7, 1968. Several months were needed to prepare and distribute the Regulations and Guidelines. With this late start many school districts did not have the time to prepare enough proposals to expend their total allocation. Consequently, $37.5 million of the $52 million allocation was expended during the school year 1968-69. The remainder was included as a carry over in the 1969-70 allocation to the eligible districts.

The urban school districts, excluding New York City, were allocated $7.5 million, or, 14.4 percent of the total. Of this amount, $5.9 million was expended on 16 Community Education Centers, 89 Quality Incentive Projects, and 22 Administration Projects. Since funds to cover the second half of the program were not allocated until late in the spring of 1969, several districts delayed initiation of their project operations until legislative funding was assured. Some Community Education Centers encountered obstacles that hampered their implementation of activities. The major problem centered about the composition, number, and authority of the members of the Community Advisory Board. Despite these difficulties all districts were able to implement at least one project in their attempts to provide equalized educational opportunity for their disadvantaged urban youth.

The Urban Education Program in New York City was funded with $44.5 million or 85.6 percent of the total allocation. In addition to difficulties similar to those encountered in the rest of the state, the New York City program was delayed by a teachers' strike which was not settled until mid-November of 1968. As a result, only $31.6 million was projected to have been expended on 3 Community Education Centers, 215 Quality Incentive Projects, and 23 Administration Projects. The most successfully implemented projects were those Quality Incentive Projects administered by Central Board authorities. This success was realized due to the availability of adequate and experienced staff with sufficient time to plan projects for implementation when the strike was settled. In spite of the many difficulties, two Community Education Centers were able to implement their proposed projects, and most decentralized districts operated projects, even though they were short-lived.

Recommendations

The following recommendations are suggested for the purpose of strengthening various aspects of the Urban Education Program.

1. Funding commitments to districts should be made at least one year prior to the anticipated initiation of project operations. Summer projects and the Community Education Centers commence operations on or about July 1.

2. In New York City, some procedure should be established to provide adequate notice of fund allocation to decentralized district personnel so that there will be sufficient time for planning and implementing decentralized district projects.

3. The role of the community advisory board should be more carefully delineated. Its relations and responsibilities to both the Board of Education and the district administration should be explained in greater detail.

4. The expected performance of the Community Education Centers should be commensurate with the organizational and operational growth of this innovative and potentially effective educational endeavor. Every effort should be made to strengthen operational processes before product performance is adequately assessed.

5. Additional funds should be allocated to the State Education Department to provide inservice training opportunities for personnel responsible for planning, implementing, or evaluating Urban Education Projects.

6. A study should be undertaken to determine the feasibility of more systematic and comprehensive techniques to assess the needs for the educationally disadvantaged and to evaluate their performance. Current Departmental procedures do not permit a state-wide evaluation of projects containing similar program treatments.

7. Funds should be made available for research leading to the development of unique techniques to improve the basic educational achievement of disadvantaged students. The available research and evaluation suggest that techniques used with other children do not dramatically improve the achievement of the target group served by federal and state compensatory programs.

APPENDIXES

APPENDIX A

DISPOSITION OF ADMINISTRATIVE FUNDS

Department Expenditures for Urban Education
July 1, 1968 through June 30, 1969

Office of Urban Education	
Personal Service -- Regular	$ 98,344.41
Personal Service -- Temporary	47,131.60
Other than Personal Service	151,843.25
Bureau of Urban Programs Evaluation	
Personal Service -- Regular	11,403.78
Personal Service -- Temporary	10,527.93
Other than Personal Service	4,911.55
Educational Finance Services	
Personal Service -- Regular	7,670.61
Personal Service -- Temporary	2,301.35
Other than Personal Service	3,475.01
Special Teacher Recruitment Activities	
Personal Service -- Temporary	8,974.69
Other than Personal Service	3,618.80
Supervision - Instructional Services	
Personal Service -- Regular	6,201.20
Other than Personal Service	1,551.01

APPENDIX B

DISTRICT PROFILES

A statistical summary of projects, participants, and projected expenditures for each of the eligible districts may be found on the following pages. The data has been compiled from reports submitted to the Department by each district for the period July 1, 1968 to June 30, 1969.

Definition of Terms

Actual Expenditures - The expenditures for program activities reported to the Division of Educational Finance by districts in either a Final Financial Report as of June 30, 1969 or an Interim Financial Report projecting expenditures through June 30, 1969.

Allocation - The total funds available to the district as computed according to legislative mandate.

Approved Budget Expenditure - The total of all project budgets approved for funding by the Department.

Area of Emphasis - The primary subject matter for Quality Incentive Projects.

Number Eligible - A number computed according to the formula mandated in the Legislation. This figure is only an indicator of a potential school age target population and is not a "head count" of all those actually eligible.

Participants - The number served in Quality Incentive Projects or Community Education Center activities.

DISTRICT PROFILE

District Name: Albany
Allocation: 275,700
Number Eligible: 3,791

Total Enrollment: 12,140
Approved Budget Expenditure: 244,758
% of Allocation Budgeted: 89

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	8	192,357	--	5,562	2,324	--	7,886
Community Education Center	1	17,963	--	428	437	--	865
Quality Incentive	5	136,501	--	5,134	1,887	--	7,021
Administration	2	37,893	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	4,494	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	8	42	--	--	--
Cultural Enrichment	--	--	1,700	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	632	145	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Binghamton
Allocation: 22,720
Number Eligible: 1,186

Total Enrollment: 11,757
Approved Budget Expenditure: 22,720
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	1	17,146	--	219	--	--	219
Community Education Center	1	17,146	--	219	--	--	219
Quality Incentive	--	--	--	--	--	--	--
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis						
Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

---

(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Buffalo
Allocation: 2,612,460
Number Eligible: 28,160

Total Enrollment: 71,405
Approved Budget Expenditure: 2,596,722
% of Allocation Budgeted: 99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	15	2,571,297	--	24,504	8,753	1,466	34,723
Community Education Center	2	200,575	--	--	--	1,219	1,219
Quality Incentive	11	2,265,442	--	24,504	8,753	247	33,504
Administration	2	105,280	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	5,400	--	--	--
Reading	--	7,705	2,840	--	--	--
Mathematics	--	8,549	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	8,180	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	70	506	--	--	--
Professional Development	--	--	--	--	--	247
Other	--	--	7	--	--	--

(1) Actual expenditures as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name:	Copaigue	Total Enrollment:	6,103
Allocation:	47,380	Approved Budget Expenditure:	47,380
Number Eligible:	1,728	% of Allocation Budgeted:	100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	1	38,798	--	138	--	--	138
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	38,798	--	138	--	--	138
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis						
Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	138	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditures as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Connetquot
Allocation: 26,300
Number Eligible: 1,488

Total Enrollment: 6,308
Approved Budget Expenditure: 26,229
% of Allocation Budgeted: 99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	1	27,116	--	60	30	--	90
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	27,116	--	60	30	--	90
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	60	30	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

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(1)Actual expenditures as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Elmira
Allocation: 141,280
Number Eligible: 2,660

Total Enrollment: 14,129
Approved Budget Expenditure: 134,646
% of Allocation Budgeted: 95

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	6	107,460	--	159	308	39	506
Community Education Center	1	42,402	--	115	64	--	179
Quality Incentive	4	38,149	--	44	244	39	327
Administration	1	26,909	--	--	--	--	--

Participation by Area of Emphasis						
Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	176	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	44	68	--	--	--
Professional Development	--	--	--	--	--	39
Other	--	--	--	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Fulton
Allocation: 17,500
Number Eligible: 1.332

Total Enrollment: 4,930
Approved Budget Expenditure: 17,500
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	2	9,799	--	193	59	--	252
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	2	9,799	--	193	59	--	252
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	59	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	193	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

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(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Hempstead
Allocation: 117,010
Number Eligible: 2,063

Total Enrollment: 5,509
Approved Budget Expenditure: 117,010
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	3	63,112	--	444	1,437	--	1,881
Community Education Center	1	24,994	--	17	37	--	54
Quality Incentive	2	38,118	--	427	1,400	--	1,827
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	427	--	--	--	--
Reading	--	--	1,400	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name:	Jamestown	Total Enrollment: 8,682	
Allocation:	10,340	Approved Budget Expenditure:	10,340
Number Eligible:	1,355	% of Allocation Budgeted: 100	

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total		5,170	--	--	--	--	--*
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	--	--	--	--	--	--	--
Administration	1	5,170	--	--	--	--	--

*Projects not operational.

Quality Incentive Projects	Participation by Area of Emphasis					
	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual amount paid to district as of June 30, 1969.

DISTRICT PROFILE

District Name:	Lackawanna	Total Enrollment:	5,976
Allocation:	35,580	Approved Budget Expenditure:	35,349
Number Eligible:	1,351	% of Allocation Budgeted:	99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	2	34,189	--	275	35	--	310
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	30,393	--	275	35	--	310
Administration	1	3,796	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	275	35	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1) Actual expenditures as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Middletown
Allocation: 47,860
Number Eligible: 1,383

Total Enrollment: 5,424
Approved Budget Expenditure: 23,439
% of Allocation Budgeted: 49

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	1	20,678	--	303	209	203	715
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	20,678	--	303	209	203	715
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	303	209	--	203	--

(1)Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Mount Vernon
Allocation: 224,060
Number Eligible: 3,637

Total Enrollment: 11,982
Approved Budget Expenditure: 186,512
% of Allocation Budgeted: 83

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	5	40,566	--	2,007	--	87	2,094
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	3	22,134	--	2,007	--	87	2,094
Administration	2	18,432	--	--	--	--	--

Quality Incentive Projects	Participation by Area of Emphasis					
	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	40	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	1,967	--	--	--	87
Other	--	--	--	--	--	--

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(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Newburgh
Allocation: 136,060
Number Eligible: 2,838

Total Enrollment: 12,531
Approved Budget Expenditure: 136,060
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	3	84,953	--	652	140	--	792
Community Education Center	1	54,815	--	265	65	--	330
Quality Incentive	2	30,138	--	387	75	--	462
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	65	75	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	322	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

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(1) Actual Expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name:	New Rochelle
Allocation:	122,810
Number Eligible:	2,394

Total Enrollment:	12,107
Approved Budget Expenditure:	71,373
% of Allocation Budgeted:	58

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	2	52,587	--	--	115	--	115
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	48,158	--	--	115	--	115
Administration	1	4,429	--	--	--	--	--

Participation by Area of Emphasis						
Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	115	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: New York City
Allocation: 44,491,790
Number Eligible: 452,022

Total Enrollment: 1,116,711
Approved Budget Expenditure: 35,680,496
% of Allocation Budgeted: 80%

CENTRAL BOARD*

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	56	22,946,550	2,410	312,940	52,324	25,890	393,564
Community Education Center	3	2,908,050	2,325	5,401	4,189	997	12,912
Quality Incentive	49	18,888,500	85	307,539	48,135	24,893	380,652
Administration	4	1,150,000	--	--	--	--	--

*This profile contains only those projects administered directly by the Central Board. See Table VI in the text for a summary of projects administered in 29 decentralized districts.

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	39,127	11,845	156	--	--
Reading	--	58,325	4,525	--	--	--
Mathematics	--	1,972	--	--	--	--
Pupil Personnel Service	--	2,723	--	--	--	--
Cultural Enrichment	--	30,745	2,700	--	20,000	--
English (2nd language)	--	173,513	28,360	--	--	--
Preschool	40	--	--	--	--	--
Attitudes and Motivation	--	--	625	117	--	--
Professional Development	--	--	--	--	--	4,620
Other	45	1,134	80	--	--	--

(1) Expenditures based on estimates submitted 9/15/69.

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DISTRICT PROFILE

District Name: Niagara Falls
Allocation: 352,480
Number Eligible: 5,559

Total Enrollment: 18,403
Approved Budget Expenditure: 362,362
% of Allocation Budgeted: 103

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	7	163,780	349	1 921	2,324	5,300	9,894
Community Education Center	1	70,911	229	1,921	1,869	5,257	9,276
Quality Incentive	5	79,276	120	--	455	43	618
Administration	1	13,593	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	190	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	265	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	120	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	43
Other	--	--	--	--	--	--

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(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Port Chester
Allocation: 37,610
Number Eligible: 1,414

Total Enrollment: 4,972
Approved Budget Expenditure: 37,610
% of Allocation Budgeted: 100

Projects	Number	Actual Ex-penditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	6	29,338	--	731	190	340	1,261
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	4	19,677	--	731	190	340	1,261
Administration	2	9,661	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	25	190	10	90	--
Cultural Enrichment	--	649	--	--	240	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	60	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

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(1) Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Poughkeepsie
Allocation: 64,880
Number Eligible: 1,608

Total Enrollment: 5,775
Approved Budget Expenditure: 64,880
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	2	17,365	--	--	50	--	50
Community Education Center	1	15,355	*	*	*	*	*
Quality Incentive	1	2,010	--	--	50	--	50
Administration	--	--	--	--	--	--	--

*Participation data has not been submitted as of this date.

Quality Incentive Projects	Participation by Area of Emphasis					
	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	50	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Rochester
Allocation: 1,030,960
Number Eligible: 14,477

Total Enrollment: 45,740
Approved Budget Expenditure: 1,030,480
% of Allocation Budgeted: 99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	5	930,445	--	6,843	3,419	--	10,262
Community Education Center	1	241,114	--	589	150	--	739
Quality Incentive	3	683,264	--	6,254	3 269	--	9,523
Administration	1	6,067	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	3,269	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	3,405	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	2,849	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Rome
Allocation: 103,860
Number Eligible: 2,297

Total Enrollment: 12,108
Approved Budget Expenditure: 103,860
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	1	54,945	--	480	--	--	480
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	1	54,945	--	480	--	--	480
Administration	--	--	--	--	--	--	--

Quality Incentive Projects	Participation by Area of Emphasis					
	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	480	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name:	Schenectady	Total Enrollment:	12,838
Allocation:	312,640	Approved Budget Expenditure:	319,852
Number Eligible:	4,335	% of Allocation Budgeted:	102

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	14	292,543	--	4,626	782	176	5,584
Community Education Center	2	15,399	--	1,200	--	81	1,281
Quality Incentive	11	165,979	--	3,426	782	95	4,303
Administration	1	111,165	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	1,850	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	53	302	--	--	--
Cultural Enrichment	--	733	480	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	86
Other	--	790	--	--	9	--

DISTRICT PROFILE

District Name:	Syracuse	Total Enrollment: 29,493	
Allocation:	682,340	Approved Budget Expenditure: 707,865	
Number Eligible:	8,176	% of Allocation Budgeted: 104	

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	8	536,129	50	2,511	110	22	2,693
Community Education Center	2	142,835	50	125	30	--	205
Quality Incentive	4	356,631	--	2,386	80	22	2,488
Administration	2	36,663	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	1,931	75	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	80	80	--	--	--
Professional Development	--	--	--	--	--	22
Other	--	300	--	--	--	--

(1)Actual expenditures as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Troy
Allocation: 79,000
Number Eligible: 2,024

Total Enrollment: 6,886
Approved Budget Expenditure: 78,042
% of Allocation Budgeted: 99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	6	63,768	--	430	109	--	539
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	4	47,092	--	430	109	--	539
Administration	2	16,676	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	20	--	--	--	--
Reading	--	410	109	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: Utica
Allocation: 175,610
Number Eligible: 2,934

Total Enrollment: 14,716
Approved Budget Expenditure: 146,056
% of Allocation Budgeted: 83

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	7	91,858	200	15	216	--	431
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	6	84,538	200	15	216	--	431
Administration	1	7,320	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	40	--	--	--
Reading	--	15	63	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	--	--	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	200	--	--	--	--	--
Attitudes and Motivation	--	--	17	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	96	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Watertown
Allocation: 42,740
Number Eligible: 1,146

Total Enrollment: 6,308
Approved Budget Expenditure: 42,722
% of Allocation Budgeted: 99

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	4	29,736	--	536	114	--	550
Community Education Center	1	5,844	--	26	38	--	64
Quality Incentive	3	23,892	--	510	76	--	586
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	26	38	--	--	--
Reading	--	458	--	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	--	--	--	--
Cultural Enrichment	--	26	38	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	--	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as of Final Financial Report. June 30, 1969.

DISTRICT PROFILE

District Name: White Plains
Allocation: 78,810
Number Eligible: 1,494

Total Enrollment: 8,843
Approved Budget Expenditure: 78,810
% of Allocation Budgeted: 100

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	6	78,810	1,966	904	803	2,038	5,711
Community Education Center	--	--	--	--	--	--	--
Quality Incentive	6	78,810	1,966	904	803	2,038	5,711
Administration	--	--	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	--	--	--	--	--
Reading	--	--	--	--	--	--
Mathematics	--	240	--	--	--	--
Pupil Personnel Service	--	664	779	--	110	--
Cultural Enrichment	--	--	--	--	1,800	--
English (2nd language)	--	--	--	--	--	--
Preschool	1,966	--	--	--	--	--
Attitudes and Motivation	--	--	24	4	124	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Interim Financial Report. March 14, 1969.

DISTRICT PROFILE

District Name: Yonkers
Allocation: 710,090
Number Eligible: 7,986

Total Enrollment: 30,714
Approved Budget Expenditure: 584,234
% of Allocation Budgeted: 68

Projects	Number	Actual Expenditures (1)	Participants				
			Preschool	Elementary	Secondary	Other	Total
Total	10	359,744	50	793	1,426	91	2,360
Community Education Center	1	138,007	12	591	199	64	866
Quality Incentive	7	210,613	38	202	1,227	27	1,494
Administration	2	11,124	--	--	--	--	--

Participation by Area of Emphasis

Quality Incentive Projects	In School Youth			Out of School Youth	Adults/ Parents	School Staff
	Preschool	Elementary	Secondary			
General Achievement	--	35	16	--	--	--
Reading	--	137	1,104	--	--	--
Mathematics	--	--	--	--	--	--
Pupil Personnel Service	--	--	54	--	27	--
Cultural Enrichment	38	30	8	--	--	--
English (2nd language)	--	--	--	--	--	--
Preschool	--	--	--	--	--	--
Attitudes and Motivation	--	--	45	--	--	--
Professional Development	--	--	--	--	--	--
Other	--	--	--	--	--	--

(1)Actual expenditure as per Final Financial Report. June 30, 1969.